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ABSTRACT

This paper describes several tools that the regular and special education teacher can use to ensure that modifications for students with hearing impairments in the regular classroom are both available and of sufficient quality. First, the Mainstream Success Index, an aid to interpreting test scores for the purpose of making educational decisions, is described. The Index focuses on four factors which are most predictive of mainstream success: verbal achievement, receptive language, expressive language, and reading achievement. Second, specific suggestions are offered for modifying the acoustic environment so that standards for the ambient noise level and the signal to noise ratio are met. Third, guidelines for using an interpreter in the classroom and information on interpretation, types of certifications, interpreter roles and responsibilities, and the relationship between interpreter and teacher are offered. Finally, the use of classroom note-takers is discussed including technical equipment and decisions regarding use of a professional or a volunteer. Handouts and overheads are attached. (DB)

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Adapting the Regular Classroom for Students who are Deaf/Hard of Hearing

Susan R. Easterbrooks
Paper Presented at the Annual Convention of the Council for Exceptional Children
Minneapolis, Minnesota
April 18, 1998

Deaf/Hard of Hearing Children are educated in regular education programs in ever-increasing numbers. According to the 1996 census of the Center for Assessment and Demographic Studies of Gallaudet University (CADS, 1996), about 75% of deaf/hard of hearing children are educated in this manner. This poses the regular educator and special educator with a unique set of problems: how best to make appropriate adaptations. The purpose of this paper is to describe several tools the regular education teacher and special education teacher can use to ensure that appropriate modifications are both available and of sufficient quality. The tools and modifications described herein are: the Central Institute for the Deaf Mainstream Success Index, suggestions for modifying the acoustic environment, the Knowledge of Interpreters Checklist, and various classroom note-taking guides.

Mainstream Success Index

The first and foremost line of defense in providing appropriate modifications to the deaf/hard of hearing child is to determine whether the mainstream environment is or is not an appropriate option. A continuum of service options is encoded in service regulations because there are many children for whom the mainstream is **not** the appropriate option. Wasted time and unnecessary frustration can be avoided if educators offer mainstream placements to children who belong there. The Central Institute for the Deaf graciously gave permission to share its **Mainstream Success Index** via this presentation (Kozak, 1998). The cases presented are actual cases from a school in the Atlanta area. The names have been changed to ensure anonymity, but permission to use these cases was granted (Rajtar, 1998).

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The **Mainstream Success Index** was developed as an aid to interpreting test scores for the purpose of making educational decisions. Four factors which are most predictive of mainstream success form the basis of this index. These factors are: verbal achievement, receptive language compared with normally hearing peers, expressive language compared with normally hearing peers, and reading achievement. Scores on the above areas are factored into recommendations for four different placements: full mainstreaming with minimal support, full mainstreaming with added tutoring, partial mainstreaming with some special education, and full time special education.

Factor 1 is *verbal ability*. Verbal ability in this instance is measured via a verbal IQ test. Typically verbal intelligence is **never** recommended as a component of a deaf child's psycho-educational profile as it significantly underestimates the intelligence of deaf children (Easterbrooks & Baker, 1995). In this situation it is not used as an intelligence measure but for comparison purposes. Verbal IQ measures test a child's ability to think using language, and in the regular classroom, thinking using language forms the foundation of most of instruction and learning. Keep in mind, however, that the child's score on verbal IQ for purposes of mainstream placement must **never** be confused with his actual IQ. Tests such as the WPPSI, the K-ABC, the WISC-III, and the DTLA-III have verbal components which may be used for this purpose. The child who can not think using language will be at great risk for success in the mainstream.

Factor 2 is *receptive language*. For programming purposes, assessment of language compared to deaf norms or based on criterion measures may be the best measures to use. However, for placement purposes, a comparison to children with normal hearing provides a better guess at how well the child will function in a regular classroom setting. Tests such as the TOLD series, the PPVT-R, the TACL-R, the ROWPVT, the CELF tests, and the ACLC are appropriate for use in this area. However, I reiterate that these are not sufficient for determining programming

needs. To determine programming needs more in-depth study is needed.

Factor 3 is *expressive language*. Expressive language measures carry the same caveat as receptive measures. Be sure to differentiate between placement testing and testing for programming purposes. Comparisons to hearing children are essential to determine how well the child will be able to "hold his own" in the verbal environment. Tests such as the TOLD series, the EOWPVT, the CELF tests, and the OWLS are appropriate for use in this area.

Factor 4 is *reading*. A considerable amount of instructional and other time is spent in regular classrooms with children engaged in reading. The child who cannot read at or near the requirements of the class is at great risk for frustration and failure. This is probably *the* most important consideration. Support services available to the child on a part-time basis must address immediate instructional needs. Little time remains for remediation of a reading/language gap. Once the gap exists, it will only continue to grow unless direct remediation is available. This is not usually a function of the regular classroom, and the resource teacher is usually too busy with direct instruction of classroom material to deal with this. A two year gap should be the maximum gap between grade placement and reading ability. In older children a larger gap might be considered if all other factors are strong.

Two copies of Handout #1 are included in this presentation packet. One copy is for participants to take with them. The second copy is to use in filling out four case studies described in this presentation.

Case Study 1: Age 10

WISC-III VIQ=	63	
ROWPVT	55	
TACL-R	65	
GAEL-CS ELQ	58	
EOWPVT	65	
PIAT	2.3	2 yr delay
Gates	1.7	3 yr delay

Case Study 2: Age 6

WISC-R	63	
TOLD	68	
PPVT	53	
TACL	65	
TOLD	61	
EWOPVT	65	
Gates	G1	0 delay

Case Study 3: Age 5-8

WPPSI	84	
PPVT	63	
CELF-P	85	
EWOPVT	83	
CELF-P	75	
Gates	K	0 delay

Case Study 4: Age 5

WPPSI	88	
CELF-P	79	
PPVT	88	
TACL	86	
CELF-P	71	
EOWPVT	99	
Gates	K-5	0 delay > expected

(Activity: Using the above figures, the audience filled in the CID MSI)

The results of the figures above when applied to the real children were the following:

Case 1 fell within the Full Time Special Education category. This child had neither the ability to think sufficiently with language nor the ability to use her communication for academic

purposes. She requires a self-contained placement with maximum support to increase her communication skills.

Case 2 fell in the Partial Mainstreaming with Some Special Education category. She needs continued assistance with communication development but would benefit from some mainstreaming with sufficient support.

Case 3 fell within the Full Mainstreaming with Added Tutoring category. He has sufficient communication skills to keep up with what is occurring in the environment as well as good reading ability. He will still need some resource help daily.

Case 4 fell within the Full Mainstreaming with Minimal Support category. His language and reading skills are very good. Even so, he will need several hours of support each week to monitor his progress.

Children who are appropriate for the mainstream will need at minimum modifications in the following areas:

1. Use of FM systems and Additional Modification to the Acoustic Environment
2. Use of Interpreters
3. Use of Note-takers
4. Pre-teaching of Vocabulary for All Classes and Continued Language Work

Modifications of the Acoustic Environment

Several excellent checklists have been developed for evaluating the acoustic characteristics of classrooms. Classroom acoustics needs to be monitored because the ambient noise in the average classroom is usually louder than the teacher's voice, making it impossible for the child to benefit from his hearing aids. This mismatch between the teacher's voice (signal) and the noise of the classroom (noise) is referred to as the signal to noise ratio. The American, Speech, Hearing and Language Association (1995) recommends that the ambient noise level in a classroom *without* students should be no more than 30 to 35 dB and the signal to noise ratio not poorer than +15 dB. These two factors, along with limiting reverberation (length of time a sound continues to

bounce off the walls and other objects in the room), will help improve classroom listening drastically.

Flexer (1997) makes the following suggestions for reducing ambient noise and controlling reverberation:

- use acoustical ceiling tiles;
- carpet floors or use some form of rubber tip or tennis balls on the legs of desks and chairs;
- hang thick curtains and drapes
- keep flourescent lighting systems and ventilating systems in good repair;
- have well-fitting doors and windows and keep them closed;
- keep children and instruction away from noise sources; and
- avoid open-plan classrooms.

In addition to ambient noise, sometimes the child's hearing aid itself will make noises, or squealing sounds. This is usually very distracting to the teacher, the child's classmates, and the child himself. Several routine checks by the teacher will ensure that the aid is providing best benefit to the child and will not disturb others. Most regular classroom teachers are intimidated by a hearing aid and feel that it is not their responsibility. The teacher of the deaf or the speech/language pathologist should assist the teacher in making a quick check of the aid. This will help the teacher be more comfortable with the product itself as well as ensure that it is being used to its maximum by the child. Solit, Taylor, and Bednarczyk (1992, p. 146) recommend that teachers be able to do the following:

- Replace a battery
- Make sure the battery is properly placed. Match + on the battery to + in the compartment.
- Clean the battery compartment with a pencil eraser.
- Make sure the hearing aid is set at **ON** not **T** for telephone (or left off altogether).

- If the aid is squealing, check to see if the earmold fits (press it gently)
- If it squeals, check to see if the volume setting is too high.

With knowledge of these basic techniques, the teacher should be more comfortable with an aid and should be more comfortable with referring the child to either the teacher of the deaf, the speech/language pathologist, or the child's parents if the problem does not easily resolve itself. Otherwise, the child may go for an entire class period or longer without sufficient attention to his amplification system.

Knowledge of Interpreters

Perhaps the least well understood aspect of including a child into the regular classroom is that associated with the use of an interpreter. More than any other area, the use of an outside consultant or specialist to help you decide whom and how to use an interpreter is crucial for some school systems if they plan to provide appropriate interpreting services. If your state has a process for certifying interpreters in the schools and if your school system is of sufficient size to warrant an administrator with specific knowledge in the area of deaf education, then this may not pose a problem to your regular education teachers. However, if your state leaves certification or verification of skill up to the local school and your local school is small or rural, you will probably need the assistance of an outside consultant.

Teachers need instruction in numerous areas in order to use an interpreter efficiently and effectively. Teachers need instruction in the following areas:

1. the kind of interpreter needed (transliterator or interpreter),
2. the language to be interpreted or transliterated (English or ASL),
3. the code to be used (ASL signs, English signs, oral English, Cued Speech),
4. the minimum qualifications of an interpreter,
5. the types of certification of interpreters,

6. the roles and responsibilities of an interpreter, and

7. the relationship between the interpreter and the teacher.

Kind of Interpreter. Two different kinds of interpreting services must be offered to students: interpreting and transliterating. An **interpreter** conveys information between two languages, such as English to American Sign Language and vice versa. A **transliterator** codes a language, in this case English, in a manner which presents a literal and exact representation of that language. For example, an interpreter will take the English sentence, "We saw that movie last summer" and put into the ASL form "Summer past? See movie." However, the transliterator will provide a direct replication of the original sentence, coding it in one of the available codes such as English signs, Cued Speech, or oral transliteration.

Language to be interpreted. We interpret or transliterate into the language the child understands, whether that is English, Spanish, ASL or any other language. Conversely, when the child communicates to us, we take whatever language he uses and interpret or transliterate that into English.

Code to be used. There are various codes used to mediate between one language and the other. We can use a spoken code, such as oral transliteration, a phonetically based code, such as Cued Speech, a morphologically based code, such as Signing Exact English, or semantic/syntactic code such as American Sign Language.

Minimum qualifications of interpreters. Qualifications differ depending on the type of situation one is interpreting. However, when the situation is academic, the higher the qualifications, the better. Some states have a set of recommended qualifications. Other defer this decision to local education agencies, and some LEAs defer this decision to the local school building. This is unfortunate because the level of expertise in sign language found in most school buildings is minimal at best, often resulting in the choice of a signer with less than adequate skills.

The Council for Exceptional Children (CEC) at this years Board of Governors meetings and in the annual Delegate Assembly is addressing this issue of qualifications. The following qualifications are being proposed (Easterbrooks, 1998):

Types of certifications. There are many types of certificate which are offered at the national level. National level certification is, of course, the ideal certification; however, most interpreters and transliterators are engaging in their profession under state certifications, and these vary as widely as the states themselves.

The National Registry of Interpreters for the Deaf has in the past awarded the following certificates (Seal, 1998):

- *Comprehensive Skills Certificate* (CSC)- Able to interpret and transliterate in manual English and ASL.
- *Certificate of Interpretation* (CI)- Able to interpret between ASL and spoken English, whether sign to voice or voice to sign.
- *Certificate of Transliteration* (CT)- Able to transliterate between English-based sign systems and spoken English, whether sign to voice or voice to sign.
- *Interpretation Certificate* (IT)- Able to convey a message from ASL to spoken English and vice versa.
- *Transliteration Certificate* (TC)- Able to convey a message from spoken English into a manual code of English.
- *Specialist Certificate: Legal* (SC:L)- Possesses CSC level interpretation skills and specialized skills for interpreting or transliterating in legal settings.
- *Oral Interpreter Certificate: Comprehensive* (OIC:C)- Able to paraphrase/transliterate with or without voice a hearing person's speech for access by an orally communicating deaf person. Able to understand the speech and mouth movements of an orally

communicating deaf person and to repeat this to a hearing person.

- *Spoken to Visible* (OIC:S/V)- Able to provide a spoken model, with or without voice, which is easily accessible to an orally communicating deaf person. Basic skills in understanding the deaf person.
- *Visible to Spoken* (OIC:V/S)- Able to understand the spoken production of a deaf person in order to repeat it for a third party.

In addition, certification in Cued Speech transliteration is available. This certificate is the *Transliteration Skills Certificate*, and is in three levels: functional, competent, and expert.

If the interpreter you are considering using does not have one of these certificates, it is important to review your state's certification process and certificates to make sure that the equivalent skills have been evaluated. If your state does not have such a system, or if you state defers this to the local education agency, it is extremely important that the LEA acquires the services of an outside consultant or specialist to ensure that the interpreter has the skills represented by the different certifications.

Roles and responsibilities of the interpreter. The roles and responsibilities of an educational interpreter vary from placement to placement but generally include the following (Georgia DOE, 1995):

- Interpret academic classes for hearing impaired students as needed.
- Interpret during IEP staffings, parent conferences, mediations/hearings, test situations, etc. as needed.
- Interpret for extra-curricular activities as needed and in accordance with school policies and practices.
- Interpret lecture material and voice interpret student responses as accurately as possible.
- Provide tutorial assistance in mainstream situation as needed and agreed upon by

mainstream teacher, teacher of the hearing impaired and interpreter.

- Assist in the implementation of note taking for hearing impaired student (as agreed upon by mainstream teacher) through the assignment of a responsible hearing student, training of such student, review of notes to ensure accuracy and addition to notes when appropriate.
- Maintain an impartial attitude and guard confidentiality in accordance with the Registry of Interpreters for the Deaf (RID) Code of Ethics.

The overriding responsibility of an educational interpreter is to "convey classroom information accurately and facilitate understanding of classroom material." (Georgia DOE, 1995, p. 73)

Relationship between interpreter and teacher. The relationship among the interpreter, the teacher of the deaf, and the regular classroom teacher can be a very powerful collaborative one if sufficient effort is placed in the preparation and facilitation of that relationship; otherwise, there is a lot of potential for misunderstanding and role conflict. Care must be taken to pre-plan and actions and responses to predictable situations. The interpreter and teachers should meet to answer the following questions:

- Where will the interpreter sit?
- What will the interaction be between the interpreter/deaf education teacher, interpreter/regular education teacher, and interpreter/note-taker?
- When should the interpreter indicate to the teacher that the child did not understand content information?
- How much of a test should be interpreted?
- What is the interpreter's role if other students ask for assistance?
- How will the teacher share vocabulary in advance of a subject so that the interpreter can pre-teach the vocabulary to the student?

- How should the interpreter indicate to the teacher that he/she (the interpreter) did not understand what was said?
- How should the teacher and interpreter work together during group interactions to ensure that the deaf student has access to participation in the interaction?
- For what tutorial services should the note-taker, interpreter, and deaf education teacher take responsibility?
- What should each team member's response be if the parent expresses concern about another team member?
- Where can the interpreter find information about the curriculum of that grade?
- How will team members handle the situation if a substitute is hired for the different positions on a given day?

Use of Classroom Note-takers

An essential component of any mainstream program for deaf/hard of hearing children is the provision of note-taking services. Whereas the child with normal hearing can look down at his paper for note-taking purposes and simultaneously listen to the teacher, this is virtually impossible for the deaf/hard of hearing child. The child with a hearing loss must be looking up, not down; he must look either at the teacher for lipreading cues or at the interpreter for vital communication. He cannot watch the teacher's face **and** look down to take notes; he cannot focus intently on the interpreter **and** look down to write legible notes at the same time.

When you mention note-taking many people panic, with visions of high-tech requirements in their heads. The most commonly used high-tech piece of equipment is the Real Time Graphic Display (RTGD). RTGD allows a typist to time verbatim what the teacher is saying. This is displayed in two ways: on a screen behind or to the side of the speaker, or printed out in hard copy form. RTGD costs about $5000 for the initial start-up equipment, then somewhere around

$35 or $45 an hour for the services of a highly skilled typist. RTGD is being used in over 100 colleges and universities and is most appropriate for students wh can read around 200 words per minute (NTID, 1992). For most elementary and middle school programs, this is not a necessary option. First, the elementary school child is probably not reading 200 words per minute with any consistency. Second, the cost to the school is significant. For older students or for classes in which there are more than one deaf student, this may be a reasonable option.

The major question regarding note-taking is whether to use a trained professional note-taker or a volunteer. Professional stenographers earn $35 to $45 an hour, but a verbatim transcript isn't necessary. If fact, excess verbiage can be distracting. A well-trained para-professional or an older student volunteer can usually provide sufficient services. Volunteers can be problematic there is high turn-over with a volunteer. Professionals are problematic because they represent a significant expense.

The next handout summarizes the most important components of a note-taking program. These points are summarized from a comprehensive book on note-taking by Jimmie Joan Wilson (1996).

It covers uses of notes, choice of note-takers, note-taker qualifications, training, and note formats. Notes may be used by many different individuals for several purposes. The note-taker chosen must meet the needs of the child within the parameters of the overall school program. The note-taker must meet minimal qualifications and must receive orientation, training, and supervision, and notes are best understood when written in prescribed formats. Training should include practice using the FULL VOLUME rubric of self-evaluation.

(Activity: Review Handouts)

Summary

In conclusion, there is more to mainstreaming the deaf child than meets the eye. Great care

must be taken to ensure that an appropriate placement is chosen and that appropriate modifications are made in that placement.

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HANDOUTS AND OVERHEADS

Adapting the Regular Classroom for Students who are Deaf/Hard of Hearing

Susan R. Easterbrooks
Associate Professor, Georgia State University
Annual Convention of the Council for Exceptional Children
Minneapolis, Minnesota, April 18, 1998

Outline

Mainstream Success Index

Modifications of the Acoustic Environment

Knowledge of Interpreters

Use of Note-Takers

NAME:_____ DATE:_____ AGE: _____

MAINSTREAM SUCCESS INDEX

		0	10	20	30	POINTS
VERBAL ABILITY TEST(S) USED: _____ _____	VIQ: _____ %ILE: _____	<60 0	60-80 1-9	81-90 10-25	>90 >25	
RECEPTIVE LANG TEST(S) USED: _____ _____	RLQ: _____ %ILE: _____	<60 0	60-80 1-9	>80 <10		
EXPRESSIVE LANG TEST(S) USED: _____ _____	ELQ:_____ %ILE: _____	<60 0	60-80 1-9	>80 <10		
READING TEST(S) USED: _____ _____	SCORE GRADE DELAY _____ _____	>3	1.1 - 3.0	0 - 1.0	<0	
TOTAL SCORE						

RECOMMENDATIONS:

0-30 Full-time special education
40-50 Partial mainstreaming with some special education (2-3 Hrs/Day)
60-70 Full mainstreaming with added tutoring (1 Hr/Day)
80-100 Full mainstreaming with minimal support services (3 hours/week)

CASE DATA

Case Study 1: Age 10

WISC-III VIQ=	63	
ROWPVT	55	
TACL-R	65	
GAEL-CS ELQ	58	
EOWPVT	65	
PIAT	2.3	2 yr delay
Gates	1.7	3 yr delay

Case Study 2: Age 6

WISC-R	63	
TOLD	68	
PPVT	53	
TACL	65	
TOLD	61	
EWOPVT	65	
Gates	G1	0 delay

Case Study 3: Age 5-8

WPPSI	84	
PPVT	63	
CELF-P	85	
EWOPVT	83	
CELF-P	75	
Gates	K	0 delay

Case Study 4: Age 5

WPPSI	88	
CELF-P	79	
PPVT	88	
TACL	86	
CELF-P	71	
EOWPVT	99	
Gates	K-5	0 delay > expected

Suggestions for Modifying Ambient Noise

- use acoustical ceiling tiles;
- carpet floors or use some form of rubber tip or tennis balls on the legs of desks and chairs;
- hang thick curtains and drapes
- keep flourescent lighting systems and ventilating systems in good repair;
- have well-fitting doors and windows and keep them closed;
- keep children and instruction away from noise sources; and
- avoid open-plan classrooms.

Minimum Hearing Aid Skills for Regular Education Teachers

- Replace a battery
- Make sure the battery is properly placed. Match + on the battery to + in the compartment.
- Clean the battery compartment with a pencil eraser.
- Make sure the hearing aid is set at **ON** not **T** for telephone (or left off altogether).
- If the aid is squealing, check to see if the earmold fits (press it gently)
- If it squeals, check to see if the volume setting is too high.

Minimum Knowledge Needed About Interpreters

1. the kind of interpreter needed (transliterator or interpreter),

2. the language to be interpreted or transliterated (English or ASL),

3. the code to be used (ASL signs, English signs, oral English, Cued Speech),

4. the minimum qualifications of an interpreter,

5. the types of certification of interpreters,

6. the roles and responsibilities of an interpreter, and

7. the relationship between the interpreter and the teacher.

The National Registry of Interpreters for the Deaf has in the past awarded the following certificates (Seal, 1998):

- *Comprehensive Skills Certificate* (CSC)-
- *Certificate of Interpretation* (CI)-
- *Certificate of Transliteration* (CT)-
- *Interpretation Certificate* (IT)-
- *Transliteration Certificate* (TC)-
- *Specialist Certificate: Legal* (SC:L)-
- *Oral Interpreter Certificate: Comprehensive* (OIC:C)-
- *Spoken to Visible* (OIC:S/V)-
- *Visible to Spoken* (OIC:V/S)-

In addition, certification in Cued Speech transliteration is available. This certificate is the *Transliteration Skills Certificate*, and is in three levels: functional, competent, and expert.

Questions to Ask About the Collaborative Relationship Among Interpreter and Teacher.

The relationship among the interpreter, the teacher of the deaf, and the regular classroom teacher can be a very powerful collaborative one if sufficient effort is placed in the preparation and facilitation of that relationship; otherwise, there is a lot of potential for misunderstanding and role conflict. Care must be taken to pre-plan and actions and responses to predictable situations. The interpreter and teachers should meet to answer the following questions:

- Where will the interpreter sit?
- What will the interaction be between the interpreter/deaf education teacher, interpreter/regular education teacher, and interpreter/note-taker?
- When should the interpreter indicate to the teacher that the child did not understand content information?
- How much of a test should be interpreted?
- What is the interpreter's role if other students ask for assistance?
- How will the teacher share vocabulary in advance of a subject so that the interpreter can pre-teach the vocabulary to the student?
- How should the interpreter indicate to the teacher that he/she (the interpreter) did not understand what was said?
- How should the teacher and interpreter work together during group interactions to ensure that the deaf student has access to participation in the interaction?
- For what tutorial services should the note-taker, interpreter, and deaf education teacher take responsibility?
- What should each team member's response be if the parent expresses concern about another team member?
- Where can the interpreter find information about the curriculum of that grade?
- How will team members handle the situation if a substitute is hired for the different positions on a given day?

(Easterbrooks, 1998)

Note-taking Considerations

(Adapted from Wilson, 1996. Modified by Easterbrooks, 1998)

Uses of Notes

- **Classroom teacher**- to check account of what occurred in class relative to what was planned.
- **Resource teacher of the deaf**- to learn what happened in the class, to review vocabulary demands of the classroom, and as a guide to assist study.
- **Speech/language pathologist**- to compare communication demands of the classroom with student's IEP objective.
- **Other students**- to reinforce learning experiences.
- **Parents**- to keep in touch with what their children are doing so they may reinforce school skills at home.

Choosing a Note-taker

- **Trained volunteers**- Older students, Honor Society members, or parent volunteers. (Elementary and middle school students are rarely sufficient note-takers.)
- **Para-professionals**- Can also act as tutor. Avoid role-conflict with clear job descriptions.
- **Professionals**- Funding such a position is usually the biggest challenge.

Note-taker Qualifications

- **Good Handwriting, Grammar, and Spelling**
- **Good Academic Role Model**- values learning, above average achievement, confident, willing to take supervision.
- **Knowledge of Subject Matter**
- **Sensitive to Deafness Issues**

Training

- **Orientation to deafness**- types, degrees, implications of losses, hearing aids
- **Orientation to Job Roles and Responsibilities**
- **Practice Before Engaging in Real Note-taking**- paraphrasing, categorizing, summarizing, outlining.
- **Checklist for Ongoing Self-Evaluation**- See "Full Volume" Handout

Formats

- **Identification information**- class, date, time, page in text
- **Paper**- 8 ½ by 11 inches, one side only, photocopy
- **Black pen or dark printout**
- **Write legibly**

FULL VOLUME Rubric for Self-Evaluation of Notes Taken for Students who are Deaf/Hard of Hearing

Susan R. Easterbrooks, 1998

Students who are deaf or hard of hearing miss out on a lot of classroom instruction. Note-takers can help compensate for this by providing **FULL VOLUME** notes. Use this rubric to self-evaluation your note-taking skills.

F **Facts**. Be sure to record specific facts, formulas, and definitions completely and accurately.

U **Use Notation System:** Use a notation system such as that recommended by Munt & Donovan (1989) to streamline note-taking. (E.g., SP means you are unsure of spelling.)

L **Leave a Blank**: Leave a blank if you miss something.

L **Leave a Copy**: Leave a copy for the classroom teacher.

V **Visuals**: Make heavy use of visual organizers such as outlines, diagrams, and illustrations.

O **Organize**: Organize your time so you are prompt. Organize your materials (papers, pens). Organize the notes in a visual manner which make them easy to follow.

L **Location Words**: Be sure you are clear in your notes about specific times and specific places.

U **Underline**: Underline the most important information.

M **Main Ideas**: Summarize, highlight, or otherwise indicate main ideas.

E **Examine for Clarity. Give Examples.** Give examples of confusing information. Be sure to examine your product at the end of the session to be sure you have turned the information up to **FULL VOLUME !!**